Organizational & Departmental Context (Culture):

Synthesis of Recommendations

1. Focused time and space for collaboration (purposeful, inclusive, consistent, with protocols)—working together toward goals

* We need to create institutional structures that support collaboration – this would be a menu of opportunities, ie. We are on our way….
  + Reflection Fridays – always
  + Math Retreat Annually
  + Classroom Exchange Group
  + Release time for faculty involved in comprehensive pilots
  + FIGS
  + Math and Munch – informal
  + Using Protocols through out department

1. Faculty-driven informed data-gathering and evidence-based decisions
   * We are on our way – we are in discussions with IR and we have some initial reports and on-going conversations…
   * We have already developed pre and post cross section cross course assessments that are ready to implement
   * Math Academy inquiry is beginning…
   * ABE/DVED challenges need to be considered as we go forward with course consolidation…
   * We need a central location to store assessment tools – different ideas and initiatives are currently diffuse.
   * We have been doing a lot of faculty driven formative assessments that can inform our collective work.
2. Ongoing professional learning opportunities that honor professional judgment of faculty
   * We have done a lot of good work – We have brought trainers to campus, we have sought out training opportunities, and we have actively invited and honored adjuncts in our process.
   * We are wondering how to continue and expand our offerings based on our past success.
   * We are starting to develop the capacity to create and provide our own on-campus training. We are beginning to believe that we can even develop training for other campuses.
3. Trusting environment with increased transparency and clarity in communications regarding learning processes and results (“it’s about the students”)
   * We started … within our group. We feel like one of the most important results of our RPM work is creating a culture of professional trust between the interdepartmental participants.
   * We are looking at how to expand this in our collective departments and through college wide administrative and college support services
   * Our trusting environment focused on student results is informing our work and compelling us to take bold steps forward to consolidate the numeracy to pre-algebra sequence.
   * Trust and safety is present that supports us as we can look at finding out what does not work as an important valued opportunity to learn
4. Culture of improvement and innovation—open to making mistakes and learning from them

* See above – yes. It comes from trust. Comes from opportunities to meet, to attend trainings, to have time to reflect as professionals.

1. Giving administrators a real “window to the work” (concrete evidence)—building relationships, open and explicit communications [think broadly about key administrative stakeholders]
   * We have invited administrators to class
   * We have invited administrators to reflection Fridays.
   * We have made faculty to reports to the Board of Trustees
   * We are building relationships with our administrators
   * We are being more clear about our needs for support from the Vice President of Instruction
   * This is important, ongoing, and it would be great to have statewide opportunities to share goals and work with our administrators….